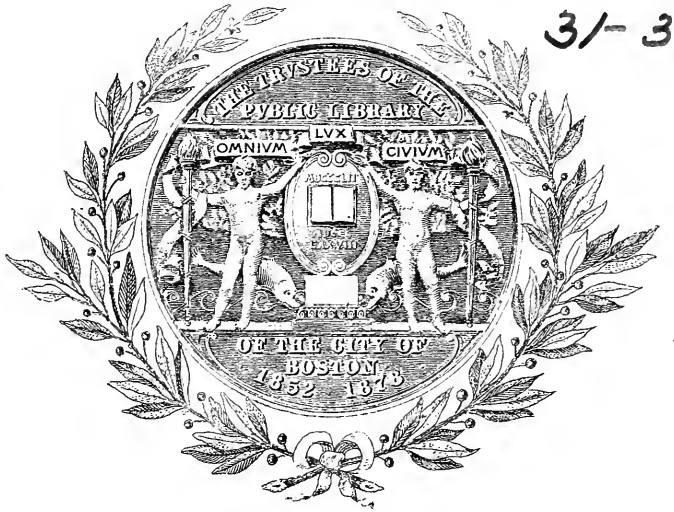

U. S. DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON
1927

THE APPRECIATION OF MUSIC

READING
COURSE
No. 31

REPRINTED OCTOBER, 1927

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THE APPRECIATION OF MUSIC[1]

When we speak of the appreciation of music it must be understood that we have in mind three elements, three kinds or manners of experience, each a source of pleasure which can, in a general way, be distinguished from the other two. The first is the physical perception of tone—pure, balanced, and shaded tone. A single tone uttered by a great singer or drawn from a violin by a great performer may give intense pleasure quite apart from its connection with other tones or from what we call musical expression.

The second consists in recognition of the composer's skill in the construction of his work, as shown in the richness and variety of the harmony, in the ingenuity and imagination in the combination and succession of melodies or themes in building up an intricate design; also recognition of technical skill on the part of a player or a singer.

The third element is the emotional reaction, the response of the feeling nature, the consciousness that what is perceived by the sense of hearing and grasped and organized by the understanding is beautiful and is intended for pleasure and joy. The music seems to the hearer not merely charming in sound and interesting in construction, but also expressive. He feels that there was some thought or longing or other emotion in the composer's mind which he was trying to reveal and to call forth an answering emotion in the mind of the lis-

[1] Acknowledgment is due to Prof. Edward Dickinson, of Oberlin College, who prepared the introduction to this course and recommended books for the list.

tener. If the music is worthy, the hearer may be conscious of a stirring of his finer nature and may believe that there results a permanent enrichment of his mind and spirit. Some pieces of music appeal most strongly to the first or sensuous element; some (for instance a fugue) to the second or intellectual element; others (we may instance the higher types of religious music) to the third.

Everyone who wishes to advance in the love and appreciation of music should give heed to all of these factors of enjoyment. Many teachers of music and writers of books on musical appreciation are inclined to neglect the third factor. A technical knowledge of the methods of the art of sculpture is not needed to enjoy the beauty of the Venus di Milo. The same principle holds in music. The student, therefore, is urged to remember that some knowledge of the second element of appreciation will add another species of enjoyment to the other two, but is not a substitute for them; that a true appreciation of music is to be developed not by reading about music, but by hearing music; and that one's duty is to avoid harsh and trivial music, to use every opportunity for hearing fine music, and in hearing it to give oneself frankly and sympathetically to the beauty it reveals and the joy it affords.

READING COURSE NO. 31

1. (The) Fundamentals of Music. Karl W. Gehrkens. Boston, Oliver Ditson Co., 1924. 211 p.

   A handbook for students and general readers, consisting of a readable presentation of the fundamentals of music, treating in a practical, interesting way the elements of music, etc.

2. How to Listen to Music. Henry Edward Krehbiel. New York, Charles Scribner's Sons, 1925. 323 p.

   This book is for those who love music but who have not studied it with professors. It contains hints and suggestions to untaught lovers of art.

3. Introduction to Music Appreciation and History. Dorothy Tremble Moyer. Boston, Oliver Ditson Co., 1925. 141 p.

The purpose of this book is to trace in nontechnical language the story of music from its origins down to the present time. It may be used by individuals or groups.

4. (The) Listener's Guide to Music. Percy Alfred Scholes. New York, Oxford University Press, 1925. 110 p.

Contains a concert goer's glossary.

5. Music and Life. Thomas Whitney Surette. Boston, Houghton Mifflin Co., 1917. 250 p.

"The author endeavors to set forth the common grounds upon which all art rests and to tempt those who are interested in other arts to become inquisitive about music."

6. (The) Musical Amateur. Robert H. Schauffler. Boston, Houghton Mifflin Co., 1911. 261 p.

This is characterized as a book on the human side of music. Contains chapters on the evolution of a musical amateur; fiddler's lure; the creative listener; the destructive listener; the musical temperament and its drawbacks, etc.

7. (The) Orchestral Instruments and What They Do. Daniel Gregory Mason. New York, The H. W. Gray Co., 1926. 104 p.

Consists of chapters on the nature of sound; constitution of the orchestra; stringed instruments; wood-wind instruments; brass instruments; percussion instruments, etc. The purpose of this book is to assist the concert goer in recognizing the various orchestral instruments by sight and by hearing, and to stimulate his perception of the beauties of orchestral music.

8. Songs and Song Writers. Henry T. Finck. New York, Charles Scribner's Sons, 1925. 249 p.

A monograph containing short articles on the works of great composers of songs.

9. (The) Spirit of Music. Edward Dickinson. New York, Charles Scribner's Sons, 1925. 218 p.

An attempt to give knowledge and quicken the love of music and to inspire musical theory and analysis and history with a more humane motive. Chapters deal with how to find the spirit of music; creative expression in playing and singing; and the joy of a musical life, etc.

10. (The) Standard Concert Guide. George P. Upton. Chicago, McClurg, 1917. 432 p.

A book for concert goers. Standard program numbers are described in a brief untechnical manner for the layman who loves music and wishes to become acquainted with the style and contents of the work he hears.

11. Success in Music and How It Is Won. Henry Theophilus Finck. New York, Charles Scribner's Sons, 1926. 491 p.

A symposium in which some of the greatest singers, pianists, violinists, and teachers reveal the secret of their success. Chapters deal with such subjects as: (1) Does music pay? (2) Are great artists happy? (3) Two Swedish nightingales. (4) Italian prima donnas, etc.

12. What is Good Music? William J. Henderson. New York, Charles Scribner's Sons, 1925. 198 p.

Contains comments on criticism as opposed to enjoyment; growth of the desire to understand music; living with good music; condition of the uninstructed listener, etc.

List of Reading Courses Issued by United States Bureau of Education

1. World's Great Literary Bibles.
2. Great Literature, Ancient, Medieval, and Modern.
3. Miscellaneous Reading for Parents.
4. Reading Course for Boys.
5. Reading Course for Girls.
6. Thirty Books of Great Fiction.
7. Thirty World Heroes.
8. American Literature.
9. Thirty Great Americans.
10. American History.
11. France and Her History.
12. Heroes of American Democracy.
13. The Call of Blue Waters.
14. Iron and Steel.
15. Shipbuilding.
16. Machine Shop Work.
17. Foreign Trade.
18. Dante.
19. Master Builders of To-Day.
20. Teaching.
21. Twenty Good Books for Parents.
22. Agriculture and Country Life.
23. How to Know Architecture.
24. Citizenship and Government.
25. Pathways to Health.
26. Sixty Selected Stories for Boys and Girls.
27. Poetical Literature for Boys and Girls.
28. Kindergarten Ideals in the Home and School.
29. The Pre-School Child.
30. Forty Books for Boys and Girls.
31. The Appreciation of Music.

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UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION
WASHINGTON

THE WHOLE CHILD

A READING COURSE FOR PARENTS

By

ELLEN C. LOMBARD
ASSOCIATE SPECIALIST IN HOME EDUCATION
OFFICE OF EDUCATION

READING
COURSE
No. 32

REVISED 1931

U. S. GOVERNMENT PRINTING OFFICE: 1931

THE PROBLEMS of the child are not always the problems of the child alone. In the vision of the whole of our social fabric, we have loosened new ambitions, new energies; we have produced a complexity of life for which there is no precedent. With machines ever enlarging man's power and capacity, with electricity extending over the world its magic, with the air giving us a wholly new realm, our children must be prepared to meet entirely new contacts and new forces. They must be physically strong and mentally placed to stand up under the increasing pressure of life. Their problem is not alone one of physical health, but of mental, emotional, spiritual health.

—PRESIDENT HOOVER.
White House Conference on Child Health and Protection, 1930.

THE WHOLE CHILD

A READING COURSE FOR PARENTS

This leaflet is offered for the purpose of bringing to the attention of parents and others concerned with the education of young children a few books which present the viewpoints of experts on some aspects of child life. It is through their daily situations calling for innumerable adjustments that parents are brought face to face with their need for help.

In the selection of books for this course an attempt has been made to satisfy the expressed needs of parents for a better understanding of the motives underlying the conduct of their children, for help in analyzing their daily situations, and for suggestions as to what favorable home conditions might be created to insure so far as possible the normal development of their children.

Since children are educated in one way or another, wherever they spend their time, it is important that parents keep themselves thoroughly informed as to conditions under which their children play in the street, in the playground, and in the community, as well as in the home.

Time was when the period of education was interpreted to mean formal education of the school or college, but modern interpretation of education comprehends the whole span of life.

Parents have the actual or nominal supervision of children between birth and 18 years of age, 151,380 hours,

while teachers have them during the same period only 6,300 hours.[1] How much greater responsibility then rests with the parents than with teachers.

With the home as a laboratory and with books as guides, parents may proceed with the study of their problems. No single book will furnish the knowledge with which to meet all daily situations, nor will any combination of books. In the selection of the books in this course the Office of Education has had the advice of experts in child psychology and parental education. All questions refer to the subject matter in the respective books. The references at the end of the course are for persons who are interested to read further on these subjects. Some of the topics are discussed in more than one of the books listed. This affords readers the opportunity of comparing the authors' viewpoints. Articles on the same topics are frequently to be found in current newspapers and periodicals.

Suggestions to readers.—(1) Read the introduction and the preface; (2) read the book through and answer the questions; (3) look up references; (4) compare the views of one author with those of another and with your own experiences and opinions on the subject; (5) discuss the important points with your friends and neighbors; (6) keep a special notebook in which to jot down problems as they arise.

Blanton, Smiley, *and* Blanton, Margaret Gray. Child guidance. New York, Century co., 1927. 301 pp.

How to guide normal children so that they may make a successful and happy adjustment in life is the general problem the authors of this book are trying to help parents to solve. The models set for children depend upon the habits, attitudes, and behavior of their parents and

[1] These figures are based upon statistics of the U. S. Office of Education assuming the average length of public-school life to be about seven years of 180 days each, five hours per day.

other members of the family group. Fears, likes, dislikes, and other manifestations of childhood reflect the patterns set before them.

This book may be used as a text in child psychology for college, for study groups, for extension classes, or for individuals who wish to read alone.

QUESTIONS

1. When does the education of a child begin?
2. How do children acquire fears, likes, dislikes?
3. What is said of food peculiarities and how to avoid or correct them?
4. What factors contribute to enuresis, according to the text, and what helps form good habits in excretory functions?
5. What effect has variation of sleeping schedule upon a child?
6. By what process does a child form judgment of things?
7. In what ways may a child's walking be (1) hindered; (2) encouraged?
8. How may the comforts of adults be maintained in small living quarters without restricting the activities of a child?
9. How should information about sex be given and at what age should it be given?
10. How shall unserviceable habits of children be broken down?
11. What treatment should be given a child (1) of inferior intelligence; (2) of superior intelligence?
12. What endangers a child's happy adjustment in life, according to the authors?
13. How do adults unconsciously contribute to the training of children in contentment and security?
14. What is the purpose of making a personality study of parents and child?

GENERAL QUESTIONS

From what patterns do children get their attitudes and behavior? What physical conditions are required for the needs of normal children? How may the methods suggested by the authors be adapted to the conditions under which your children must live?

References

Arlitt, Ada Hart. Psychology of infancy and early childhood. New York, McGraw Hill, 1928. 228 pp.

Ch. XIII. Social attitudes in the preschool period and the development of personality.

Mateer, Florence. Just normal children. New York, Appleton, 1929. 294 pp.

Ch. I, The normal child, pp. 1–5; Ch. III, Efficient behavior, pp. 12–18.

Thom, Douglas A. Child management. Washington, D. C., Children's Bureau, Department of Labor. Bureau publication No. 143. 1928. 47 pp.

Habits, pp. 1–3; feeding, pp. 8–10; enuresis, pp. 11–17; jealousy, fear, anger, pp. 18–28; sex instruction, pp. 29–38.

Thom, Douglas A. Everyday problems of the everyday child. New York, Appleton, 1927. 349 pp.

The author tries to show parents their part in making the environment of children most favorable to their normal growth. Tantrums, feeding peculiarities, jealousies, and all of the attitudes and habits common to growing children are discussed in the light of scientific knowledge of child development.

QUESTIONS

1. What is the author's attitude toward the relative influence, upon a child, of heredity and environment?
2. What are some of the methods that might be employed in order to establish desirable habits in children? To what extent are parents' emotional attitudes responsible for the formation, by their children, of undesirable habits?
3. How may the absolute dependency of a young child be terminated and why should this be done? What errors in parent-child relationship are pointed out?
4. What type of response would be expected from an (*a*) oversolicitous mother; (*b*) domineering, strict father? What determines the success of training given to children?
5. What are some of the best methods of breaking down the habits of thumb sucking and nail biting? What type of obedience does the author consider is desirable? Why has corporal punishment proved itself unsatisfactory as a general disciplinary measure?
6. What do temper tantrums indicate? What is the cause of the destructive, incapacitating fears of childhood? Of what is jealously the result?
7. Explain the difference between destructiveness and purposeful play. What is the cause of destructive tendencies?
8. How does the feeling of inferiority manifest itself in children?

9. How may spasms and convulsions in children be prevented?
10. What help does the author give on the problems of stealing, lying, and truancy?
11. What attitude of mind should be developed in children in order to aid their easy adjustment in school? What does failure in school imply?
12. In what ways may the psychological test be utilized?
13. What results when a child's individuality is smothered and suppressed by continual anticipation of his wishes?
14. What suggestions are made for the selection of suitable toys?

GENERAL QUESTIONS

On what aspect of child life does the author concentrate? By what means may parents expect permanent results in their efforts to establish right habits in their children?

References

Laws, Gertrude. Parent-child relationships. A study of the attitudes and practices of parents concerning the social adjustment of children. New York, Bureau of Publications, Teachers College, Columbia University, 1927. 57 pp.

Popenoe, Paul. The child's heredity. Baltimore, Md., Williams & Wilkins co., 1929. 316 pp.

Wiggan, Albert Edward. The fruit of the family tree. Indianapolis, Ind., Bobbs-Merrill co., 1929. 31 pp.

Richardson, Frank Howard. Parenthood and the newer psychology. New York, Putnam, 1926. 194 pp.

Doctor Richardson, out of his experience in dealing with problems of children, has written this book to help the ordinary American father and mother to detect symptoms of mental and other disturbances evidenced by the conduct of their children and to trace these disturbances to their sources. He points to the need of improvement of the home where the child during his most plastic age receives his most important training and to the need of parents following their children in spirit to school in order to get first-hand information of how their children are being educated.

QUESTIONS

1. What does a psychologist understand as included under the term "love"?
2. In what three ways may the emotional development be arrested?
3. What is the term for giving, after an action, a reason which is not the true cause of the action?

4. Which is more important in impressing children, example or precept?
5. What is the earliest model upon which later conceptions of religious ideas are formed?
6. What is meant by "introvert" and "extravert"? Illustrate.
7. What are the characteristics of a well-disciplined man? A well-disciplined child? Illustrate. At what age do you think the latter turns into the former?
8. Are psychology and common sense mutually exclusive?

GENERAL QUESTIONS

What does the "newer psychology" mean as interpreted by the author? What two antagonistic phases or counter currents of life must be recognized by educators of children in order to meet the problems of development?

REFERENCES

Fenton, Jessie C. A practical psychology of babyhood. Boston, Houghton Mifflin, 1925. 341 pp.

Groves, Ernest R. Wholesome parenthood. Boston, Houghton Mifflin, 1929. 320 pp.

Ch. XIII, Introversion and extraversion, pp. 258–275; personality and social adjustments, pp. 75–78.

Watson, John B. Psychological care of infant and child. New York, Norton & co., 1928. 195 pp.

Ch. 3. The dangers of too much mother love, pp. 69–87.

Myers, Garry Cleveland. The learner and his attitude. New York, Benjamin H. Sanborn & co., 1925. 407 pp.

When the parent, or teacher, has discovered how to control the wishes of children, the problem of controlling conduct has been solved. In discussing "The learner and his attitude" the author deals with how to help children overcome delusions as to their motives of action; how to build up an appreciation of the personalities and achievements of others; the tendency to evade consequences by blaming others; how to transfer wishes for undesirable things by offering attractive substitutes; how learning morale may be destroyed by an unsympathetic or thoughtless parent, or teacher. This book is for parents, teachers, social workers, and students in teacher training.

QUESTIONS

1. How would the author control the conduct of a child who wanted something not good for him? Would this method be successful at all periods of the individual's career?

2. To what extent does the genuinely popular teacher affect the work of her pupils? How may parents and teachers hold the personal confidence of their children?
3. How does the teacher's, or parent's, attitude affect the children? How may learning morale be destroyed?
4. In promoting learning and controlling conduct, what are the relative values of praise and reproof?
5. What human traits are back of rivalry? Is there danger to conduct in the appeal to rivalry?
6. How may the power of observation be developed?
7. How may habits of concentration best be stimulated?
8. Why do children seek new experiences in play? To what do new experiences lead?
9. What part does imitation play in the control of conduct? Why should children be induced to complete their play projects?
10. Why should children be encouraged to have many companions of their own age?
11. How are children often misunderstood, and what effect might misunderstandings have upon the conduct and character of the school?
12. What human traits are developed in response to positive suggestions? What opportunities for effective application of positive suggestion are there in the home and classroom?
13. What human frailties tend to prevent relaxation? What happens when people have a mania for being busy and keeping others busy?
14. What can be done to develop likableness in children? Why are not those most intelligent always chosen leaders?

GENERAL QUESTIONS

How would the author call forth the learner's best abilities? What influence over fears has the development of skills?

References

Groves, Ernest R. Wholesome parenthood. Boston, Houghton Mifflin, 1929. 320 pp.

Ch. 1. What is childhood, pp. 1–31.

Rand, Winifred, Sweeny, Mary E., *and* Vincent, Elizabeth Lee. Growth and development of the young child. Philadelphia, W. B. Saunders, 1930. 394 pp.

Wickes, Frances G. The inner world of childhood. New York, Appleton, 1927. 379 pp.

Ch. III. Early relationships, pp. 52–83.

Gilbreth, Lillian M. The home maker and her job. New York, Appleton, 1927. 154 pp.

The author characterizes home making as the "finest job in the world." The part that the home takes in the development of the whole family depends largely upon the home maker. The purpose of this book is to apply to every task practical methods of eliminating waste of energy and a philosophy of home making which will add satisfaction and interest to every duty of mothers.

QUESTIONS

1. How may a home maker satisfy the desire of members of the family to express themselves within the home, outside of performing the "prescribed chores" set for them?
2. What suggestions may be applied to the home to increase the satisfaction of the whole family?
3. How does the writer measure each member of the family? What helps or hindrances make up the assets and liabilities of home life?
4. What are some evidences of an efficient household? How much work may be delegated to the children?
5. How may the home maker bring the right jobs and personalities together? How may distasteful tasks be made attractive to a boy or girl?
6. What is the value, for a family, of a program of fixed dates with a "long look ahead" over haphazard planning?
7. Would a study, such as is suggested in this book, help in arousing interest and cooperation in your family?
8. What contributes to fatigue of the home maker? What results in the home from the use of a budget and the application of engineering methods in home making?

GENERAL QUESTIONS

Could the author's ideas of engineering a household be put into practical use in the average home? Which of them could you use?

References

Canfield, Dorothy. The home-maker. New York, Harcourt Brace, 1924. 320 pp.

Seham, Max, *and* Seham, Grete. The tired child. Philadelphia, Lippincott, 1926. 342 pp.

Supplementary Material for Reading and Study

Guides to the organization and methods of conducting study groups

Bott, Helen, Chant, Nellie, *and* Johnson, Lily. Aims and methods in parent education, New York, National Council of Parent Education, 1930. 53 pp.

Contains sections on (1) the aims of parent education; (2) group discussion as a method; (3) investigation through groups and in the home; (4) function of the library, a bibliography, and outline of courses used.

Child study groups. A manual for leaders. New York, Child Study Association of America, 1926. 31 pp.

Useful to leaders who are organizing programs for child study.

A manual for the organization of study groups. Minneapolis, Minn., Institute of Child Welfare, University of Minnesota, 1928. 19 pp.

A brief circular indicating to leaders ways of organizing and conducting study groups.

Smith, Helen C., *and* Kent, Druzilla. Discussion outlines for preschool study groups. Little Rock, Ark., State Department of Education, 1929. 27 p.

Practical outlines for discussion of problems of preschool period of childhood.

Books containing brief discussions of daily problems of parents presented in familiar terms for lay readers useful as basic material for discussion groups of parents

Arlitt, Ada Hart. The child from one to six. New York, McGraw-Hill, 1930. 188 pp.

Groves, Ernest R., *and* Groves, Gladys, Hoagland. Wholesome childhood. Boston, Houghton Mifflin, 1924. 183 pp.

Myers, Garry Cleveland. The modern parent. New York, Greenberg, 1930. 419 pp.

O'Shea, M. V. Newer ways with children. New York, Greenberg, 1929. 419 pp.

Patri, Angelo. School and home. New York, Appleton, 1925. 220 pp.

Richardson, Frank Howard. The nervous child and his parents. New York, Putnam's Sons, 1928. 400 pp.

FOUNDATIONS OF FAMILY LIFE

A READING COURSE
FOR PARENTS

DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION
WASHINGTON

READING COURSE No. 33

U. S. Office of Education
August 22, 1932

FOUNDATIONS OF FAMILY LIFE

A Reading Course for Parents

It is a matter of national concern that homes should function successfully. Success or failure lies in the hands of fathers and mothers who are the partners in developing family life. Manifestly, anything that can be done to strengthen the work of parents is of importance.

Opportunities for the education of parents in line with their interests and tasks are increasing: Courses in child development are multiplying; centers for research in child life offer consultation for parents; parents have organized on a large scale to study their own problems and seek the advice and assistance of experts who have prepared authoritative literature in child problems some of which is issued in terms which may be easily understood by the lay reader.

This short reading course entitled "Foundations of family life" is offered to individuals or to groups of parents for reading or study. It lists a few of the books now available for parents who desire to have some basis of authority in laying plans for successful family life.

Gilbreth, Lillian M. Living with our children. New York, Norton & Co., 1928. 309 p.

This is a survey of home planning for the happiness of the family as a whole and for each member of it. It deals with preschool education, not as such but in its bearing upon the whole family. The child represented in this book is "born belonging." He takes his place immediately with his father and mother in this group project—the family. Here he is given every possible opportunity through scientific planning to learn how to live successfully.

QUESTIONS AND SUGGESTIONS

1. What facts about the past generations of the partners in a family group may be useful in developing the family project? Analyze your family project.

2. How may the simple duties of the home be used to educate the young child?

3. Name some of the advantages and disadvantages of the use of "adequacy tests" in the home.

4. Name some of the life situations which home training may help a child to meet effectively.

5. What results from discussion of unpleasant topics, at meal-time; before going to bed; or before going to school?

6. How may a child be taught to measure the value of (*a*) time; (*b*) space; (*c*) health; (*d*) property; (*e*) honesty; (*f*) good habits; (*g*) group activities?

7. Of what value are family councils in (*a*) deciding questions for the common good; (*b*) in training the children; (*c*) in helping to an understanding of freedom?

8. Discuss the value of competition and rewards in giving children a sense of justice.

9. What are some of the evidences by which the family group may judge of its own achievements?

10. What great stabilizing belief should guide the life of each individual to an appreciation of government, of heroic character, and of art?

Rose, Mary Swartz. Feeding the family. New York, Macmillan Co., 1924. 487 p.

Prepared for housewives not only that they may know what food values are and what food does for the body, but also that they may have at hand some information on the special food requirements of a typical family group.

QUESTIONS AND SUGGESTIONS

1. What digestive process takes place in the mouth, the stomach, in the small and large intestines?

2. What are the relative merits of feeding the baby on (*a*) mother's milk; (*b*) cow's milk; (*c*) patent foods? In what way and under what conditions should each be supplemented?

3. How may the child's diet be extended in the first and in the second year?

4. After reading chapter 7, prepare a three-meal menu, giving quantities for a 4-year-old child.

5. What modifications should be made to meet the needs indicated by bodily weight or to supply certain calories or vitamins?

6. What additions may be made to the diet of a child from 5 to 7 years of age, and what foods should still be kept from it?

7. Between 8 and 12 years of age, what changes come into a child's life to make proper feeding more difficult?

8. What effect has diet upon the process of growing old; especially in relation to vitamin A?

9. Show how knowledge of the following subjects may be useful in feeding the family: (*a*) Market values and fuel values; (*b*) physiology of digestion; (*c*) hygiene; (*d*) psychology.

10. What facts about the family group might help to decide its daily food need as to (*a*) quantity; (*b*) cost; (*c*) variety?

Watson, John B. The psychological care of infant and child. New York, Norton & Co., 1928. 195 p.

It takes only a very short time to mar the personality of a young child. Parents need to know the danger signals for tantrums and a hundred other manifestations of mental disturbance in order to guide their children successfully. This book is scientific but it is written in popular form for parents.

QUESTIONS AND SUGGESTIONS

1. Describe the tests used in this book which can be used by a mother at home.

2. Are fears inherent in each newborn child? How are they engendered in the home; how may they be prevented and how cured when acquired?

3. What are the dangers of excessive kissing and petting of infants?

4. What are the most serious errors in the prevailing night-time and daytime care of children? What remedies can you suggest, especially in the personal habits?

5. How much sex instruction should be given to children in the preschool period and how should it be given?

6. What practices described in this book especially commend themselves to you and why do you think such practices would be especially helpful to the present-day young American?

Holt, L. Emmett; Lobenstein, Ralph; Burkhart, Harvey J.; *and* Shaw, Henry L. K. The happy baby. New York, Dodd, Mead & Co., 1924. 120 p.

That parents need more sound health education was the belief of Doctor Holt when he offered this book to supplement the knowledge which parents often possess but do not always use. Simple and scientific aids to the care and safety of mothers and their young babies are given in seven brief chapters.

QUESTIONS AND SUGGESTIONS

1. What desirable habits may be established and what undesirable habits may be avoided during the baby's first week?

2. What precautions should be taken by the pregnant mother in (*a*) work; (*b*) exercise; (*c*) diet; (*d*) clothing; (*e*) bathing?

3. What precautions should be taken during the lying-in period in (*a*) diet; (*b*) rest; (*c*) care of breasts?

4. Why is maternal nursing preferred and under what circumstances should it be avoided? Indicate the symptoms in the baby of unsuccessful breast feeding.

5. Other than mother's milk, what is the best baby food and what precautions should be taken against its contamination?

6. In addition to milk what foods are advisable during the second year?

7. What diet problems face the average parent and how may they be met?

8. How may we protect and develop the nervous system of the young child?

9. What is your child's daily diet and how does it compare with that described by Holt?

10. What precautions may a mother take to insure healthy teeth in her child?

Garrison, Charlotte G. Permanent play materials for young children. New York, Scribner's Sons, 1926. 122 p.

Many of the materials suggested in this book are as suitable for home use as for school. There are suggestions for care and use of playthings, blocks, dolls, housekeeping toys, toy animals, picture books, pictures, etc.

QUESTIONS AND SUGGESTIONS

1. Describe an ideal play room.

2. What kind of blocks lend themselves best to the constructive interests and needs of children?

3. Name the toys that might further the homemaking instincts of children.

4. Describe the uses and care of a sandbox.

5. Make a list of three indoor and three outdoor toys suitable for a first-grade boy.

6. Name some of the manipulative material for child play mentioned in the book and how may it be used in the normal development of children?

7. How and why should live animals be studied in the play room?

8. What contribution may the book habit make to the child's development?

9. What kind of pictures would you select for a child's room?

Groves, Ernest R. *and* **Groves, Gladys H.** Wholesome childhood. Boston, Houghton Mifflin Co., 1924. 183 p.

The home is a miniature state. The ideal home is, from the point of view of the sociologist, the one which best prepares the child for his future life in the world outside the home. In "Wholesome childhood" Doctor Groves analyzes the reasons for success or failure of home life as manifested by the adjustments the child makes outside the home.

QUESTIONS

1. How are babies often overstimulated and how do new muscular acquirements put a strain upon the nervous system?
2. In what ways do grown-ups often thwart children's experiments with playthings?
3. Give examples of the dangers to a child's development from indulgence on the one hand and from repression on the other.
4. Is there any relation between punishment and untruthfulness?
5. What effect upon the child have (*a*) effusive good-bys; (*b*) overemphasis of neatness; (*c*) "rubbing it in"?
6. How may the following traits be prevented: (*a*) Fussiness about food; (*b*) fear of storms; (*c*) dishonesty?
7. Where and how should a confidential relationship be established between parent and child, and what practices must be avoided if this relationship is to continue?
8. Name three or four standard stories which are undesirable for children. Why?
9. What are the dangers to children of day dreaming and to what extent should a child's imagination be stimulated?

REFERENCES

Baker, S. Josephine. The growing child. Boston, Little Brown Co., 1923.

Chap. IV, Foods and feeding; Chap. V, Malnutrition.

Beard, Richard Olding, *ed.* Parent education. Minneapolis, Minn., University of Minnesota Press, 1927.

Chap. V, The health habits of the child; Chap. VI, Nonhunger among children.

Cleveland, Elizabeth. If parents only knew. New York, The Parents' Magazine and W. W. Norton & Co., Inc., 1929.

Foster, Josephine C. *and* Anderson, John E. The young child and his parents. Minneapolis, Minn., University of Minnesota Press, 1927. 190 p.

A study of 100 cases.

Gesell, Arnold. Infancy and human growth. New York, Macmillan Co., 1928. 418 p.

GROVES, ERNEST R. *and* GROVES, GLADYS HOAGLAND. Parents and children. Philadelphia, Lippincott, 1928.

Chap. I, Before marriage—what?; Chap. II, The family—its development and meaning.

GROVES, ERNEST R. Social problems of the family. Philadelphia, Lippincott, 1927.

Chap. XIII, The parent and the child; Chap. XIV, Social problems related to family life.

GRUENBERG, BENJAMIN C. Outlines of child study. Rev. New York, Macmillan Co., 1927.

P. 77–82, Family relationships; p. 217–277, Heredity.

MORSE, JOHN LOVETT; WYMAN, EDWIN T. *and* HILL, LEWIS WEBB. The infant and young child. Rev. Philadelphia, Saunders Co., 1929.

Section II, Feeding.

RICHARDSON, FRANK HOWARD. The nervous child and his parents. New York, Putnam, 1928. 400 p.

SAYLES, MARY BUELL. The problem child at home. New York, The Commonwealth Fund, Division of Publications, 1928. 342 p.

A study in parent-child relationships.

WEILL, BLANCHE C. The behavior of young children of the same family. Cambridge, Mass., Harvard University Press, 1928. 220 p.

NOTE.—Reading courses on various subjects are available free upon application to the United States Office of Education. Other reading courses are distributed by the American Library Association, Chicago, Ill., listed under the "Reading with a purpose series."

U. S. GOVERNMENT PRINTING OFFICE: 1930

UNITED STATES DEPARTMENT OF THE INTERIOR
RAY LYMAN WILBUR, *Secretary*
OFFICE OF EDUCATION
WILLIAM JOHN COOPER, *Commissioner*
Washington - 1930

PROBLEMS IN ADOLESCENCE FOR PARENTS

By

ELLEN C. LOMBARD
ASSISTANT SPECIALIST IN HOME EDUCATION
OFFICE OF EDUCATION

READING
COURSE
No. 34

U. S. GOVERNMENT PRINTING OFFICE: 1930

PROBLEMS IN ADOLESCENCE FOR PARENTS[1]

The problem of parents is how to help their children find the way successfully through the complexities of a changing world. The entrance of boys and girls into high school brings about new situations for them. They have more freedom for individual thought and action and more responsibility for initiative and self-control. It is in the development of normal attitudes toward the facts of life and growth that parents may best safeguard their children.

Health and educational experts are in general agreement that parents who would insure healthy attitudes and good conduct should give their children information gradually as the questions relating to the origin of life come to the attention of the individual child, and parents are more and more open-minded in regard to this matter. The decision, however, as to how much and when biological information should be given to children rests finally with each parent.

This short course is offered in response to numerous requests from parents for guidance in reading upon this subject. A short list of books is appended for parents who wish to familiarize themselves with the early development of children and to a certain extent prepare themselves to meet the behavior situations which may arise when their children reach adolescence.

Hollingworth, *Mrs.* Leta S. The psychology of the adolescent. New York, Appleton & Co., 1928. 251 p.

The author believes that parents and teachers need to see themselves objectively and to have an impersonal guide to the revision of some of their habits of acting toward the changing adolescent child. Readers will find at the end of this book, in Appendix II, exercises and topics for further study and in Appendix III, references for additional readings.

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[1] Acknowledgment is due to experts in social hygiene and education who have advised this office in connection with the selection of the books contained in this course.

Bigelow, Maurice A. Adolescence. New York, Funk & Wagnalls, 1924. 60 p.

A brief handbook on "special education and hygienic problems of the adolescent period." This little volume might well form a part of the library of every parent for constant use in adolescent study.

Questions and Suggestions

What two groups of instincts does the author regard as the foundation of all conduct? Compare Bigelow's opinion with Brooks', The psychology of adolescence, Chapter VII.

By what method of approach should sex information be taught during adolescence?

Consider the ways by which knowledge of the facts of life is obtained by children. Which of these means has your approval?

Discuss the question of exercise for boys and girls of the "teen age."

In relation to adolescence, discuss current styles in books, newspapers, movies, plays, and dances.

How does Doctor Bigelow think that sex education should be given during the adolescent period?

Fishback, Elvin H. Character education in the junior high school. Boston, Heath & Co., 1928. 190 p.

It is the purpose of the author to provide aids by which the character education of children of early adolescent age may be furthered through the creation of an orderly and controlled environment, to give such direction to the impulses and behavior of boys and girls as may result in rational conduct. At the end of each chapter readers will find questions, problems, and selected references.

Latimer, Caroline Wormley. Girl and woman. New York, Appleton & Co., 1926. 331 p.

Ever since educated womanhood has been recognized as of importance equal to that of educated manhood, the ideals and content of the education of girls, have undergone considerable extension. Dr. Howard Kelly in the introduction points out that education develops a girl's faculties and broadens her outlook upon life and makes her better fitted for her work in the world.

Questions

What two great subjective influences mold a girl's character and actions during adolescence?

To what extent, if any, should the sports of adolescent girls and boys be differentiated?

To what false point of view does the author refer as the cause of much evil in regard to sex education?

What simple hygienic measures should be applied for girls during the adolescent period?

How should high-school girls be guarded from overfatigue?

De Schweinitz, Karl. Growing up. New York, Macmillan Co., 1928. 111 p.

Although this book is prepared in language suitable for children, parents may use it as a guide in telling the truth about "how we become alive, are born, and grow." How much and when these facts should be given to children should be decided by parents. Well-known experts in social hygiene and child welfare have united in giving advice on the various features of this publication.

SUPPLEMENTARY LIST

Brooks, Fowler D. The psychology of adolescence. Boston, Houghton Mifflin Co., 1929. 642 p.

Chicago Association for Child Study and Parent Education. Building character. Proceedings of the Mid-west Conference on Parent Education, February, 1928. Chicago, Ill., University of Chicago Press, 1928. 345 p.

Furfey, Paul Hanly. The gang age: A study of the preadolescent boy and his recreational needs. New York, Macmillan Co., 1926. 189 p.

Galloway, Thomas W. Biology of sex. Boston, Heath & Co., 1922. 149 p. For parents and teachers.

Germane *and* Germane. Character education. A program for the school and the home. New York, Silver, Burdett & Co., 1929. Part II. p. 3–224.

Judd, Charles H. Psychology of secondary education. Boston, Ginn & Co., 1927. 545 p.

King, Irving. The high-school age. Indianapolis, Ind., Bobbs-Merrill Co., 1914. 233 p.

Taft, Jessie. Adolescence. Chapter *in* Handbook on positive health. New York, Women's Foundation for Health, 370 Seventh Avenue, 1928. p. 146–56.

Wickman, E. K. Children's behavior and teacher's attitude. New York, Commonwealth Fund, Division of Publications, 1928. 247 p.

The United States Public Health Service, Treasury Department, Washington, D. C., and the American Social Hygiene Association, 370 Seventh Avenue, New York, N. Y., distribute free or at nominal cost, upon application, pamphlets on problems of adolescence.

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UNITED STATES DEPARTMENT OF THE INTERIOR
RAY LYMAN WILBUR, *Secretary*
OFFICE OF EDUCATION
WILLIAM JOHN COOPER, *Commissioner*
Washington - 1930

NATURE STUDY

READING
COURSE
No. 35

U. S. GOVERNMENT PRINTING OFFICE: 1930

"Knowledge never learned of schools,
Of the wild flower's time and place,
Flight of fowl and habitude
Of the tenants of the wood;
How the tortoise bears his shell,
How the woodchuck digs his cell,
And the ground mole sinks his well;
And the robin feeds her young,
How the oriole's nest is hung."

—WHITTIER: *Secrets of Nature.*

NATURE STUDY[1]

Nature reveals her secrets, little by little, to those whose eyes are open to see the wonders and beauty of the things of the natural world. Interesting native plant and animal life are to be found in almost any neighborhood to some extent and in abundance in the open country or by the seashore.

Creatures of far-off lands may be observed but only in captivity and some only as specimens in museums, or at the zoo, or perhaps at the circus.

According to scientists, this earth was inhabited many centuries ago by strange creatures and plants. Traces of these living things have been discovered in various parts of the world and knowledge of them is of inestimable value and interest to the human race.

The selection of books for this course is intended (1) to give readers a glimpse of the far distant past, of secrets that scientists have unearthed, their theories of how the earth came to be, and how traces of living organisms which existed on the earth more than a million years ago have been uncovered; (2) to quicken interest in, and observation of, the natural world to-day and to encourage the use of authoritative books in gaining a better understanding of things commonly seen in the environment in which the reader may live and that through this understanding life may be enriched and foundations laid for deeper study of nature; and (3) to point out as "Aids to Nature Study" a limited number of books for advanced

[1] Acknowledgment is due to Anna Botsford Comstock, professor of nature study, Cornell University; E. Lawrence Palmer, professor of rural education, Cornell University; G. S. Craig, assistant professor, natural sciences, Teachers College, Columbia University, and others, for their assistance in the selection of books for this course.

reading or study in this field, handbooks, and other reference material.

Easy transportation facilities make possible for city dwellers wide contacts with country life. Field books on bird, insect, plant, and animal life with the aid of field glasses and camera may make purposeful these contacts.

The books are arranged in five groups; the first group deals with the conclusions of scientists regarding the condition of the earth and its inhabitants in prehistoric ages; the second, with living animals and their distinguishing characteristics; the third, with trees, birds, and the sky; the fourth, with flowers and their insect visitors; and the fifth, with further popular readings in science.

HAWKSWORTH, HALLAM. The Strange Adventures of a Pebble. New York, Charles Scribner's Sons, 1921. 296 p.

In myths and fanciful stories of ancient peoples the author tries to explain how the world came to be. Literature and art are permeated with references to such tales. But these tales are no more thrilling than the true stories of modern science. The pebble in this book is personified and chats familiarly with the reader on how the world was born; the changes in the earth's surface made by frozen fields; how rivers act; the secrets of the desert; about rivers and lakes, and the record of raindrops; and in fact, many true, strange, and interesting things about the earth on which we live. Each chapter ends with questions and conundrums under the unique caption of "Hide and Seek in the Library."

WASHBURNE, CARLETON W., *and* WASHBURNE, HELUIZ CHANDLER. The Story of the Earth. New York, Century Co., 1916. 107 p.

What can be more exciting than to discover the 3-eyed hatteria of prehistoric fame in its bed of coal far beneath the earth's surface surrounded by plants and other animals that flourished in upper air comparatively unmolested until the earth "fell in"? What could be more exciting unless it were the discovery of a giant mammoth caught in its glacier tomb? In this book a magic touch has been given the discoveries of science in which the battle for the existence of living things is depicted as a series of marvelous adventures.

QUESTIONS AND SUGGESTIONS

Compare the description of how the world was born, in Hawksworth's The Strange Adventures of a Pebble with this story of how the world got here, how it changed and became habitable for living things.

What is a nebula?

How is coal formed and how long is it estimated that it took to form the coal we are now using?

How did people live in prehistoric times, according to the text?

How did they protect themselves?

What are the evidences of truth of the theories about the earth and its inhabitants?

Can you distinguish, in reading this book, between fact and fancy?

HORNADAY, WILLIAM T. Tales from Nature's Wonderlands. New York, Charles Scribner's Sons, 1924. 235 p.

Across the bridge the animals came from Asia to North America 4,000,000 years ago, and scientists tell us some came no longer ago than 100,000 years. There were elephants, dinosaurs, mountain sheep, great herds of them. Then the bridge broke and they were left stranded in America. These are tales of long ago. There are also tales of to-day in which the tragedies and mysteries of nature are revealed.

QUESTIONS AND SUGGESTIONS

By what means do scientists arrive at their conclusions about the prehistoric migration of animals from Asia to North America?

How are these animals traced to living species of to-day?

What was the great tragedy of animals in California and how is it explained?

Where are some of the skeletons and casts of prehistoric animals to be seen?

How have the lava fields around volcanoes become productive of living things and what characterizes most of them?

Compare the protective armor of animals described in several chapters.

How does the weight of water in the deepest ocean affect the life at the bottom and under what conditions does life at the bottom exist?

What peculiar habits have the deep-sea creatures?

HORNADAY, WILLIAM T. The Minds and Manners of Wild Animals. New York, Charles Scribner's Sons, 1927. 328 p.

How wild animals think and plan and act has been presented by the author who has had a long and varied experience with wild animals in captivity and in their native haunts. Doctor Hornaday creates a normal interest in, and sympathy for, animals without the appeal to sentimentality.

QUESTIONS AND SUGGESTIONS

What examples are here given of the reasoning power of animals?

Compare the elephant and bear as to intelligence, from the standpoint of the text.

With what characteristics in common are wild animals endowed and how do they vary with the differing species mentioned by the writer?

What provision for wild animals in captivity must be made in order to insure their happiness and comfort?

What are the laws of animal herds and bird flocks in the order of their evolution and importance?

Compare these with human laws and human reaction to them.

WOOD, CAROLYN D. Animals and Their Relation and Use to Man. Boston, Ginn & Co., 1912. 192 p.

Most of us are familar with animals. They may be domesticated, living around the town or farm home, or in captivity at the city zoo. This book is written to help those who desire to study the characteristics and habits which distinguish some of the domestic animals and world species with which they may have easy contact. In addition to the text, the author furnishes all sorts of suggestions for observations and study, and questions for thought.

BURROUGHS, JOHN. Squirrels and Other Fur-Bearers. Boston, Houghton Mifflin Co., 1923. 144 p.

"Bundled up in furs" how can fur-bearing animals protect themselves from their enemies? Their adventures and hair-breadth escapes enliven the details of the author's study of their haunts and habits.

QUESTIONS AND SUGGESTIONS

How do squirrels protect themselves from danger?

Compare the food conservation habits of red squirrels and chipmunks.

How does the woodchuck keep rain from flooding his burrow?

How does the rabbit differ from the hare?

In building a home, how do muskrats provide for protection during heavy rainfall? Describe the types of homes they make.

Discuss the ways of the skunk, weasel, mink, raccoon, and opossum.

MILLS, ENOS A. In Beaver World. Boston, Houghton Mifflin Co., 1913. 221 p.

The expression "working like a beaver" is no idle jest. To build his intricate dwelling place he fells large trees, dragging them into place in a manner as marvelous as the building of the Egyptian pyramids. Trappers and huntsmen have always marveled at his cunning. Here in this book a student of his ways has given us an entertaining account of him.

QUESTIONS AND SUGGESTIONS

What marked peculiarities have beavers as to food, habits of living, and methods of protecting themselves?

What seems to constitute the essentials for their selection of home sites for their colonies?

Why do beavers dig canals and build dams?

Where are they most numerous to-day and for what are they valued?

What advantages or disadvantages are there of having beaver colonies in sources of streams?

MOSELEY, EDWIN LINCOLN. Trees, Stars, and Birds. Yonkers-on-Hudson, N. Y., World Book Co., 1919. 404 p.

Every day we may be enriched by observation of nature and a growing familiarity with the trees, stars, and birds as they are found in the environment in which we live. This book contains two valuable aids to readers or students: Thought-stimulating questions at the end of many paragraphs, and suggestions for experimentation.

SHARP, DALLAS LORE. The Face of the Field. Boston, Houghton Mifflin Co., 1911. 250 p.

Those who have lived in the country close to nature can enter fully into the experiences of the author in the orchard, or meadow, or in the woods. He expresses the very joy of living in the freedom of the open where there is always the spirit of the chase. The exciting search for turtles' eggs for the great Agassiz and their discovery and delivery, the writer's humorous experiment keeping hens and at the same time protecting skunks, and the joys of hunting and of trailing in the light fall of snow—all these episodes are delightfully told as adventures into the world of nature in which the writer is quite at home.

QUESTIONS

What is the tragedy of field and woods?

What impulse dominates wild life?

Who is Agassiz and what contribution did he make in the world of science?

From the episodes with skunks, what do we learn of their habits and nature?

How many books mentioned in the chapter on "The Nature-Writer" have you read?

What are the important works of John Burroughs?

How many of them have you read?

HEMING, ARTHUR. The Living Forest. Garden City, N. Y., Doubleday, Doran & Co., 1929. 268 p.

Adventure, hair-breadth escapes, fact, and fancy are interwoven in a tale of the Canadian forests. It is a thrilling experience to be lost in the forest with an old Indian hunter who knows how to conjure up food, clothes, and shelter; to learn from him the ways of forest dwellers and how to teach humans, red and white, through the maze of the forest

QUESTIONS AND SUGGESTIONS

Give the main plot of this book.

Do the ways of animals described by the old hunter agree with those described in other books in this course?

How does the old Indian hunter distinguish between the tracks of an Indian, white man, or other wanderer in the woods?

Describe the habits of the lynx, otter, and caribou.

Compare the descriptions of animals and their habits in this book with those of other authorities mentioned in this course.

JENKINS, OLIVER P. Interesting Neighbors. Philadelphia, Blackiston's Sons Co., 1922. 248 p.

The titles of these stories about the phenomena with which children rub elbows every day are so attractive that they invite readers. Who would not like to read about "The magic home," "The leaf-cutting bee," "A queen discovers the silk worm," "A tree blossoming with butterflies," "Seeds that steal rides," and "Bumblebee flowers"?

QUESTIONS AND SUGGESTIONS

How many kinds of home sites are described in this book?

What characteristics have they in common?

Compare the nest of the carpenter-bee with that of the mud dauber as to materials and methods of storing food for the young.

How do toads protect themselves? Why are they useful in the garden?

Describe and compare the changes of the caterpillar of the milkweed butterfly with those of the humming-bird moth.

How does the bumblebee get the nectar from closed flowers?

Watch the flowers at every opportunity and see how many visitors they have.

NEEDHAM, JAMES G. Outdoor Studies. New York, American Book Co., 1926. 90 p.

The bumblebee and how he gets nectar from "butter and eggs"; how queer little houses grow on plants; how ants take care of their honey bugs; how crows act; and the truth about "devil's darning needles"—these are some of the subjects by which the author not only tries to quicken the observation of nature lovers along the roadside, or in the fields, but also to lay the foundation for further study.

QUESTIONS AND SUGGESTIONS

Why is the bumblebee the only successful visitor to the "butter and eggs"?

What service does this bee give in return for the nectar it takes from the flower?

How does the chipmunk differ from the squirrel? Compare their homes.

What is a gall and how is it created? On what plants and trees are galls usually found?

What insects visit goldenrod?

Where do ants get honey?

Describe the ways of the ant-lion.

AIDS TO NATURE STUDY

POPULAR SCIENCE

DUPUY, WILLIAM ATHERTON. Our Bird Friends and Foes. New York, Winston, 1925. 319 p.

"Range, habits, and migration of specific birds rather than for birds in general."

FABRE, JEAN HENRI. Animal Life in Field and Garden. New York, Century Co., 1921. 391 p.

Familiar chats about the intimate life of insects, birds, and reptiles in which the author gives a magic touch to the everyday happenings in earth and air and tells the reader how to deal with mischief-makers in field and garden.

FINLEY, WILLIAM LOVELL, *and* FINLEY, IRENE. Wild Animal Pets. New York, Charles Scribner's Sons, 1928. 311 p.

Familiar recitals of the experience of the authors in taming and living close to the wild animals of the Rocky Mountains and the Pacific Coast.

LAW, FREDERICK HOUCK. Science in Literature. New York, Harper Bros., 1929. 364 p.

A collection of short interesting writings on the secrets and charm of the natural world. The purpose is to stimulate interest and curiosity in readers to observe and experiment in real life situations. Following each essay there are questions for discussion or for written reports and a list of books for further reading.

PACK, CHARLES LATHROP, *and* GILL, TOM. Forests and Mankind. New York, Macmillan Co., 1929. 250 p.

To help readers to realize how dependent are plant and animal life upon each other. Some of the chapters deal with how trees grow; how forests help mankind; where our paper comes from; forest enemies; fire, the great destroyer; etc.

SINNOTT, EDMUND W. Botany. Principles and Problems. New York, McGraw-Hill, 1929. 441 p.

The author has embodied problem material to stimulate thought and to provoke discussion on various phases of plant life. Because of the bearing that plants have upon the life of man, it should be a part of education to be familiar with the facts about plants and to develop a scientific outlook of inquiry about them.

SLOSSON, EDWIN E. Snapshots of Science. New York, Century Co., 1928. 299 p.

Entertaining and varied are these short discussions with which the author tries to arouse the curiosity of readers under such titles as Sugar from Sunflowers, Wood as Food, The Deepest Hole in the World, Learning from Bees, How Life Got Its Start, Talking about the Weather, etc. At the end of the book there are references for further reading and to sources from which further information on the subjects may be obtained.

THOMSON, J. ARTHUR. The Biology of Birds. New York, Macmillan Co., 1923. 436 p.

"The book applies to birds such biological concepts as adaptations, struggle, sex," etc.

WEED, CLARENCE M. Insect Ways. New York, D. Appleton & Co., 1930. 343 p.

To the insect world "every tree is a city of homes, every leaf is a house and yard; every twig is a side street, and every branch is a broad avenue." The author has written a series of stories depicting in an interesting way the social life and family cooperation of the insects common to North America. Study questions at the end of the book aid readers in checking up their reading.

FIELD BOOKS

COMSTOCK, ANNA BOTSFORD. Handbook of Nature Study. Ithaca, N. Y., Comstock Publishing Co., 1911. 900 p.

Covers the entire field including birds, insects, animals, fishes, flowers, plants, trees, the weather, and stars.

MATHEWS, F. SCHUYLER. Field Book of Wild Birds and Their Music. New York, Putnam's Sons, 1921. 325 p.

"Every bird sings his own song; no two sing exactly alike. A sharp retentive ear for musical form can not fail to recognize those subtle differences of tone and expression which make the song of every singer unique."

MATHEWS, F. SCHUYLER. Field Book of American Wild Flowers. New York, Putnam's Sons, 1904. 325 p.

This field book of flowers originated in the fields and the author's purpose is to have it used there by its reader.

OLCOTT, WILLIAM TYLER, *and* PUTNAM, EDMUND WHITMAN. Field Book of the Skies. New York, Putnam's Sons, 1929. 534 p.

To help beginners identify the constellations and stars and for practical use of observers. A good 3-inch telescope is recommended for observation of the heavens.

PALMER, E. LAWRENCE. Field Book of Nature Study. Ithaca, N. Y., Comstock Publishing Co., 1927.

ROGERS, JULIA ELLEN. Tree Guide. Garden City, N. Y., Doubleday, Page, 1914. 265 p.

A guide to trees found generally east of the Rocky Mountains in Canada and the United States. It gives clues by which tree families may be distinguished.

CHARTS

MASSACHUSETTS AUDUBON SOCIETY. The Audubon Bird Charts. Boston, Mass., Audubon Society.

MAGAZINE

NATURE MAGAZINE. Published by the American Nature Study Association, 1214 Sixteenth Street, NW., Washington, D. C. ($3 per year.)

List of Available Reading Courses Issued by the United States Office of Education

1. World's Great Literary Bibles. Rev. 1928. Contains suggestions for readers and references.

2. Great Literature—Ancient, Medieval, and Modern. Rev. 1928.

6. Thirty Books of Great Fiction. Rev. 1927.

8. American Literature. 1926.

9. Thirty Great Americans. Rev. 1927.

21. Twenty Good Books for Parents. Rev. 1929.

22. Agriculture and Country Life. Rev. 1928.

29. The Preschool Child. Rev. 1929. Contains questions, suggestions for readers, and references.

30. Forty Books for Boys and Girls. Rev. 1929.

31. The Appreciation of Music. 1927.

32. The Whole Child. 1928. Contains questions, suggestions for readers, and references.

33. Foundations of Family Life. 1929.

34. Problems in Adolescence for Parents. 1930.

35. Nature Study. 1930.

Note.—Other reading courses are distributed by the American Library Association, 86 East Randolph Street, Chicago, Ill., listed under the Reading with a Purpose Series,

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